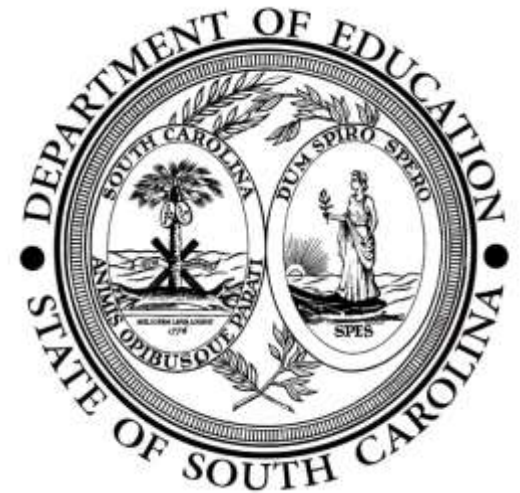


Kindergarten Opinion Writing – Our Favorites

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



Kindergarten: Opinion Writing: Our Favorites

Unit Rationale: This unit focuses on students expressing an opinion through writing. Students will use a combination of drawing, dictating, and writing to state the topic and express an opinion about it. The teacher will offer guidance and support as they plan, revise and edit by drawing, dictating, and writing.

Opinion writing is a prerequisite skill for argument writing. Reading (informational text), inquiry, and communication standards are naturally interwoven as the teacher models stating a topic and communicating an opinion. Students will work together as a class to form opinions, strengthen their ideas, and discuss their differences of opinion as they work through the writing process.

The work the students do under the guidance of the teacher can serve as the model for work the students will then be able to do individually or in pairs.

Through collaboration, analysis of literary texts, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Writing

- | | |
|--------------|---|
| K.W.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| K.W.1.1 | Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it. |
| K.W.1.2 | With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. |

Embedded Standards/Indicators

Inquiry-Based Literacy

- K.I.1** **Formulate relevant, self-generated questions based interests and/or needs that can be investigated.**
- K.I.1.1 Engage in daily opportunities for play and exploration to foster sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest
- K.I.3** **Construct knowledge applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
- K.I.3.2 With guidance and support, select information, revise ideas, and record and communicate findings.
- K.I.5** **Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**
- K.I.5.1 With guidance and support, recognize the value of individual and collective thinking.

Reading - Literacy Text

- K.RL.5** **Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
- K.RL.5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
- K.RL.13** **Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**
- K.RL.13.2 Read independently for sustained periods of time to build stamina.

Reading - Informational Text

- K.RI.5** **Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**
- K.RI.5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
- K.RI.12** **Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**
- K.RI.12.2 Read independently for sustained periods of time.

Communication

- K.C.1** **Interact with others to explore ideas and concepts, communicate meaning and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

K.C. 1.1	Explore and create meaning through conversation, drama, questioning, and storytelling.
K.C.1.2	Apply the skills of taking turn, listening to others, and speaking clearly.
K.C. 1.3	Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
K.C. 1.4	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
K.C.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Clarifying Notes and “I Can” Statements

Clarifying Notes

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The suggested strategies are meant to build students’ ability to write an opinion through process writing while weaving in reading literary and informational texts.

Opinion writing is writing that states the topic and expresses an informed opinion about it. In kindergarten, students will be expected to use a combination of drawing, dictating, and writing to write an opinion piece.

The strategies listed within this unit can be taught within Writer’s Workshop. When Writer’s Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer’s Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writers provides evidence –based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
- 2.a. Teach students the writing process.
- 2.b. Teach students to write for a variety of purposes.
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Encourage students to read like a writer and have collaborative conversations through “Turn and Talk.”

Teaching Tips:

- Before you begin, model “turn and talk” with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a “turn and talk” partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to “turn and talk” about, asking the following:
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- How did the author make his sentences flow.
- Does this writing have voice? (Routman, 2003)

Reminders:

- Students should begin to use the words “story” and “text” interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they learn. Ideally, anchor charts are made with students and may be displayed as needed.

The Fundamentals of Writing (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author’s craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCCR Standards document.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

Shared Writing

Shared writing provides the teacher the opportunity to model the writing process with input from the students. The teacher leads the students through the planning process, adding support as needed. Once a plan has been developed, the teacher will draft, revise, edit and complete the writing, using the students’ ideas. The teacher does the writing and may revise some of the language conventions as she or he writes. During the writing, the teacher may have the students turn and talk to their preassigned writing partner about an idea, which is causing differences of opinion. The group then comes back together to continue the discussion and come to some type of agreement or compromise.

Anchor Charts

Anchor charts are large charts created by the teacher and the students during a whole class or small group mini-lesson. The chart is posted in a prominent place where it becomes a record of the strategies or procedures learned. It can also be used as a reference to scaffold students' thinking so that they are less reliant on the teacher. As additional information is learned, either the teacher or the students can add it to the chart.

Mentor Text

A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You Know By Heart*, Katie Wood Ray says that mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kind of writers they can become as they imitate the text and continue to find ways to grow. The teacher should provide multiple mentor texts to introduce students to a variety of ideas. For this reason, more than one possible mentor text is listed in this unit. Teachers can save student examples to be used for future years. Teachers may want to collaborate with grade level colleagues to build a collection of students' writings. (Ray, 2002)

"I Can" Statements

"I Can" statements are learning targets of what students need to know and be able to do as it relates to the standards/indicators.

- I can write, draw and/or dictate an opinion piece that includes an introduction and my opinion. (K.W.1.1)
- I can plan, revise, and edit with guidance and support to strengthen my writing. (K.W.1.2)

Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

topic
opinion
opinion writing
illustrations
dictation
revise
edit

Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.

- How can I use drawing and writing to tell others what I think?
- How can I plan, edit, and revise my opinion writing?

Prior Knowledge
<p>Most children come to school with strong opinions about many things. They know the cookies they like best; the toys they prefer and/or their favorite game. However, children may not know the term “opinion” or be able to put their opinions into words. The teacher will have to introduce the following indicators:</p> <ul style="list-style-type: none"> • Clarify a topic and a supporting opinion. • Model planning for a piece of writing that includes a topic and opinion while using the writing process. • Model the revision and editing process.
Subsequent Knowledge
<p>In first grade, students will use print and multimedia sources to write opinion pieces. In addition to introducing their topic and stating the opinion as they did in kindergarten, first grade students will give a reason for their opinion and provide a sense of closure for the piece of writing. Through the use of inquiry skills and informational reading, students will form opinions based on their findings.</p>
Potential Instructional Strategies
<p>Instructional Strategy: Making a Topic List Learning Target: I can plan, revise, and edit to strengthen my writing with guidance and support. (K.W.1.2)</p> <p>Model (I do):</p> <ul style="list-style-type: none"> • The teacher will conduct an interactive read aloud using a text that is his or her favorite and discuss <i>why</i> it is a favorite. • Continue the discussion through modeling, creating a list of “Things I Like” and ‘Things I Don’t Like” (using a T-chart). Make sure that the heading of the T-chart is called OUR OPINIONS. The teacher will add one or two items to the chart under the correct column. • Explain that good writers often write about things they like or dislike. This kind of writing is called <i>opinion writing</i>. <p>Guided Practice: (We do)</p> <ul style="list-style-type: none"> • As a shared writing experience, have the students share the pen to add drawings or words to the T-chart while explaining their <i>opinions</i>. <p>Independent Practice: (You do)</p> <ul style="list-style-type: none"> • The teacher will give each student his or her own T- chart labeled, “Things I Like” and ‘Things I Don’t Like”. The heading above the T-chart should be labeled MY OPINION. • As an independent writing activity, the students will create their own writing topic lists.

- The teacher will conduct independent writing conferences, document the results of the conference and provide scaffolding as needed.
- The teacher will bring the students together in a large group to share items from their opinion topic lists.

Instructional Strategy: Planning my Writing

Learning Target: I can plan, revise, and edit with guidance and support to strengthen my writing. (K.W.1.2)

Model (I do):

- Use a book about colors to read as an interactive read aloud. Some suggested titles might include: *Mouse Paint* by Ellen Stoll Walsh, *The Crayon Box that Talked* by Shane DeRolf, *Elmer and the Rainbow* by David McKee, *Red is Best* by Kathy Stinson, and *One* by Kathryn Otoshi
- Model how to plan writing an opinion by stating, “Would I rather have red or blue?”
- Begin to plan writing in front of the students, using a large circle with a smaller circle in the middle. Model how to place the word in the smaller circle and how to write and draw *why* it might be a favorite. For example, *red* would go in the circle and the teacher might draw or write “car,” “bird,” “flower,” etc.
- Explain that good writers plan before they write.



Guided Practice: (We do)

- Explain to students that you will be asking for their opinions: Show the following statement on chart paper or the whiteboard: “Would you rather have a dog or a cat?”
- Have the students turn and talk with a partner about their preferences. Encourage students to use the term “opinion” while they speak to their partners.
- Conduct a shared writing experience with the students on one of the choices, using the graphic organizer mentioned in the previous lesson.

Independent Practice: (You do)

- Give each student a copy of the graphic organizer and have each student draw, dictate or write to plan their writing. Those students who finish their planning may move on to drafting.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to share items from their planning.

Instructional Strategy: Writing My Opinion

Learning Target: I can write, draw and/or dictate an opinion piece that includes an introduction and my opinion. (K.W.1.1)

Model (I do):

- Revisit the chart with the graphic organizer that was created in a previous lesson (planning organizer).
- Model how to move from planning to drafting by thinking aloud in front of the children. Use key concept words such as: My opinion is that I think...I feel...I like.... I don't like....
- Then write accordingly. Add the *why* to the opinion statement. Then model how to add the word *because* to the opinion statement.
- Revisit the writing, and then create a chart with the concept words that would help guide the students.
- Go over key concept words that could be used as extensions in later lessons: *My favorite part was....This is a good book because.... My favorite thing... This was sad...*

Guided Practice: (We do)

- Choose student writing as a mentor text to read aloud to the students.
- As a shared writing experience, work with the students to use the anchor chart of concept words to write about the class's favorite kind of pet (planned and outlined from the previous lesson).

Independent Practice: (You do)

- The students will write independently.
- The students will draw, dictate or write an opinion piece. Those students who have finished drafting can then move on to editing and revising if these skills have previously been taught.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.
- The teacher will bring the students back together in large group to their writing.

Instructional Strategy: Choosing a Topic (part 1)

Learning Targets:

- I can plan, revise, and edit to strengthen my writing with guidance and support. (K.W.1.2)
- I can write, draw and/or dictate an opinion piece that includes an introduction and my opinion. (K.W.1.1)

Model (I do):

- Lead a class discussion on the different centers found in the classroom.
- Discuss each center, and tell students which is your favorite and why you prefer it to the others.
- Create an anchor chart that includes the names of each center, a picture of the center to assist the students when they write.
- Model how to choose a center, plan the writing and then begin the drafting process. Model using think-alouds throughout the entire process.

Guided Practice: (We do)

- Take a vote from the class on which center was their favorite.
- Based on the votes, conduct a shared writing experience with their favorite center as the topic.
- Use the shared writing to provide students with a mentor text when they write in pairs and individually in subsequent lessons.

Independent Practice: (You do)

- Review the remaining centers from the anchor chart, which was created in the introductory lesson. Add any information about the centers that the students suggest.
- Have the students use their Writer's Notebook to plan and begin drafting their own opinion writing about their favorite center.
- Have the students draw, dictate or write an opinion piece.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to their writing.

*Students' writings can be collected and bound for a classroom book that will be placed in the class library. *Creating a class book provides the teacher an opportunity to teach the students about authors, illustrators, and organization.*

Instructional Strategy: Choosing a Topic (part 2)**Learning Targets:**

- I can plan, revise, and edit to strengthen my writing with guidance and support. (K.W.1.2)
- I can write, draw and/or dictate an opinion piece that includes an introduction and my opinion. (K.W.1.1)

Model (I do):

- Model through a think-aloud how to use the opinion topic list to choose something to write about.
- Model how to work through the writing process quickly.

Guided Practice: (We do)

- Have the students work together on a shared writing experience to choose a topic and write their opinion with a *reason*.

Independent Practice: (You do)

- Have the students use their Writer’s Notebook to plan and begin drafting their own opinion writing.
- Have the students draw, dictate or write an opinion piece.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to their writing.

* An extension of this lesson for a subsequent day would be to teach students how to expand on their *reasons* for their opinions. For example, the student writes, “I like to read a book because books have pictures and books make you smart.”

Instructional Strategy: Editing My Writing or Using a Writer’s Checklist

Learning Target: I can plan, revise, and edit to strengthen my writing with guidance and support. (K.W.1.2)

Note:

The use of this strategy could take place over multiple days.

Preparation: Locate a previously written teacher piece; ensure that students have opinion pieces they have previously written; prepare an anchor chart; prepare a sample kindergarten opinion piece that needs to be edited.

Model (I do):

- Show the students an opinion piece you have written (with items left off so that editing will be easier).
- Explain that good writers check their writing to make sure it looks and sounds right before they are finished and ready to publish. Good writers re-read their stories and look for things to fix.
- Show the students a piece of writing that the teacher has previously written.
- Then show students the blank Writer’s Checklist.
- Reread the writing. After reading it again, model how to edit, looking for sentence structure, punctuation, capitalization, spelling, and neatness. Choose one to three items to place on the checklist*.

* Each of these items on the Writer’s Checklist will need to be taught separately in subsequent lessons.

Guided Practice (We do):

- The teacher will show a sample piece of writing.
- Using the Writer’s Checklist, the teacher and the students will edit the writing together.

Independent Practice (You do):

- The students will work independently to edit one of their opinion pieces from this unit.
- The teacher will conduct writing mini-conferences with several students to assess their ability to edit their writing.
- The teacher will document the results of the conference and provide scaffolding as needed.
- The teacher will bring the students together in a large group and have some students share their writing.

Potential Assessment Tasks**Culminating Assessment: Write an opinion. K.W.1.1 and K W.1.2**

The culminating performance task (summative assessment) requires students to engage in the writing process to produce an opinion piece that introduces the topic and states an opinion. Students will be asked to complete an independent writing assignment on their favorite book. Books should be readily available for students to use to assist them in providing details on their favorite books. Students will be asked to use a combination of drawing, dictating, and writing to determine their favorite food. The writing will be assessed using an Opinion Writing Rubric for Kindergarten found in the Appendix.

Summative Assessment: Write an opinion. K.W.1.1 and K W.1.2**Students will write an on-demand opinion based upon a prompt.**

Students will produce an opinion piece that states the topic and expresses an opinion about it. The writing will be assessed using an [Opinion Writing Rubric for Kindergarten](#) found in the Appendix.

Formative Assessments

The independent practice “I do” components of this lesson may serve as formative checks of students’ understandings of the standards. Additional practices may be included as necessary.

The teacher’s conferencing records will indicate a need for re-teaching or acceleration with students.

Resources

Shared Writing

ReadWriteThink - Shared Writing

<http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>

TeacherVision - Shared Writing

<http://www.teachervision.com/reading-and-language-arts/skill-builder/48883.html>

Anchor Charts

Expendiary Learning - Anchor Charts: Making Thinking Visible

https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

Anchor Charts 101: Why and How to Use Them, Plus 100s of Ideas

<http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101>

25 Awesome Anchor Charts for Teaching Writing

<http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing>

Mentor Texts

Using Mentor Texts to Motivate and Support Student Writers

<http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>

Writing with Mentor Texts

http://elaccss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf

Using Mentor Texts to Empower Student Authors

<http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors>

Always Write: Mentor Texts

<http://corbettharrison.com/mentortext.html>

Suggested Mentor Texts

- *Mouse Paint* by Ellen Stoll Walsh
- *The Crayon Box that Talked* by Shane DeRolf
- *Elmer and the Rainbow* by David McKee
- *Red is Best* by Kathy Stinson
- *One* by Kathryn Otoshi

Writing Workshop

- *A Guide to the Common Core Writing Workshop, Primary Grades*, from *Units of Study in Opinion, Information and Narrative Writing* by Lucy Calkins
- *Into Writing: The Primary Teacher's Guide to Writing Workshop* by Megan Sloan

The Writing Workshop

http://www.busyteacherscafe.com/literacy/writing_workshop.html

Opinion Writing Ideas and Samples

<https://twowritingteachers.org/2012/03/26/opinion-writing-in-kindergarten/>

Kindergarten Opinion Writing Rubric

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Opinion	<ul style="list-style-type: none"> Responds with all statements related to the prompt 	<ul style="list-style-type: none"> Responds with all statements, phrases, and/or drawing(s) related to the prompt 	<ul style="list-style-type: none"> Responds with most statements, phrases, and/or drawing(s) related to the prompt 	<ul style="list-style-type: none"> Responds with some or no statements, phrases, and/or drawing(s) related to the prompt
Organization	<ul style="list-style-type: none"> Identifies opinion in topic sentence Supplies a reason for the opinion Provides some sense of closure 	<ul style="list-style-type: none"> Identifies opinion in a phrase or sentence Identifies opinion clearly 	<ul style="list-style-type: none"> Identifies opinion in a student-dictated phrase or sentence Identifies an opinion that may be unclear 	<ul style="list-style-type: none"> Identifies opinion in drawing(s) or not at all Identifies opinion that is off-topic or missing
Language- Conventions of Grammar and Usage	<ul style="list-style-type: none"> Prints all upper and lower case letters correctly Demonstrates mastery of proper spacing between all words and word placement on the lines 	<ul style="list-style-type: none"> Prints many upper and lower case letters correctly Demonstrates proficiency of proper spacing between most words and word placement on the lines 	<ul style="list-style-type: none"> Prints some upper and lower case letters correctly Demonstrates some proficiency of proper spacing between words and word placement on the lines 	<ul style="list-style-type: none"> Prints few upper and lower case letters correctly Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns Uses end punctuation consistently and correctly Uses conventional spelling for words with common spelling patterns Spells irregular and/or high-frequency words correctly 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I” Uses end punctuation inconsistently but correctly Writes letters for most consonant and short-vowel sounds Spells simple words phonetically 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I” Uses end punctuation inconsistently and incorrectly Inconsistently writes letters for consonant and short-vowel sounds Spells some simple words phonetically 	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Does not use end punctuation Writes letters with little to no sound/spelling correspondence of consonants and short vowels Spells few to no simple words phonetically

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